



Barnett Wood Infant School

Progression of Skills in English



Year 2

Autumn Term

SPEAKING & LISTENING

I can, through discussion, choose favourite words and phrases from the text. I can identify unfamiliar words within the context of the text and discuss meanings as part of a group.

I can demonstrate my understanding of fiction and non-fiction texts by orally asking and answering Who? What? Where? When? Why? How? questions.

I am developing and can demonstrate my understanding of characters through role play and drama.

I can discuss my understanding of a text and give opinions e.g. about characters - I wouldn't want to live next door to those noisy pirates because they would give me a headache!

I can re-tell a wider range of stories, fairy stories and traditional tales.

I can sequence main events in stories using prompts.

I can draw inferences about characters from the text based on what is said and done e.g. What is the character thinking, saying and feeling? I think he is feeling.... because...

I can make predictions based on what has been read so far.

READING

Word Reading:

I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately.

I can re-read books to build up fluency and confidence in word reading.

I can read frequently encountered words, including high frequency words linked to phonic phase, quickly and accurately without overt sounding and blending.

I can read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, e.g. ow in clown and willow. I can read words containing common suffixes e.g. -ing, -ed, -er, -est, -y. I can read further common exception words, noting tricky parts.

I take note of punctuation when reading e.g. pausing at full stops.

I recognise when a text does not make sense when reading.

Reading Comprehension:

I can, through discussion, choose favourite words and phrases from the text. I can identify unfamiliar words within the context of the text and discuss meanings as part of a group.

I can demonstrate my understanding of fiction and non-fiction texts by orally asking and answering Who? What? Where? When? Why? How? questions.

I am developing and can demonstrate my understanding of characters through role play and drama.

I can discuss my understanding of a text and give opinions e.g. about characters - I wouldn't want to live

WRITING

Spelling:

I can use common alternative graphemes with increasing accuracy in writing (e.g. /ai/ ay, ey, , a-e -).

I am securing the reading and spelling of words containing different spellings for phonemes.

I know about the /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y e.g. badge, ledge huge, orange, giant, energy

I know about the /s/ sound spelt c before e, i and y e.g. race, prince, cell, city.

I know about the /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knot, know, knee, knife, gnat.

I know about the /r/ sound spelt wr at the beginning of words e.g. write, written, wrote, wrong, wrap, wreck.

I can add suffixes to simple regular verbs (e.g. add s, ed, ing). I can use -le ending as the most common spelling for this sound at the end of words: the /l/ or schwa-/l/ sound spelt -le at the end of words table, apple, handle, bottle, tickle, middle; the /l/ or schwa-/l/ sound spelt el at the end of words camel, tunnel, squirrel, tinsel, travel, towel; the /l/ or schwa-/l/ sound spelt al at the end of words metal, pedal, capital, hospital, animal, tropical;

I know about words ending -il pencil, fossil, nostril.

I am showing awareness of silent letters in spelling (e.g. knight, write)

I can spell some common exception words.

Grammar:

	next door to those noisy pirates because they would give me a headache! I can use parts of a text to find specific information e.g. titles, contents page and labelled diagrams. I can re-tell a wider range of stories, fairy stories and traditional tales. I can sequence main events in stories using prompts e.g. pictures, objects or questions. I can draw inferences about characters from the text based on what is said and done e.g. What it is the character thinking, saying and feeling? I think he is feeling.... because... I can make predictions based on what has been read so far.	I know about the formation of nouns using suffixes such as –ness, –er and ly compounding [for example, whiteboard, superman] I can use expanded nouns phrases for description and specification. I know about the formation of adjectives using suffixes such as –ful, –less. I understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. I know about the use of imperative verbs for commands. Writing: I can write coherent sentences. I can describe a setting. I can describe a character. I can use expanded noun phrases. I can use conjunctions to join sentences together. I can plan and write a short (5 part) story using a story mountain. I can organise my writing using paragraphs. I can write a letter. I can write a recount. I can write in the past tense. I can use time connectives. I can use expanded noun phrases. I can use conjunctions. I can use adverbs. I can plan, write and edit a recount.
--	--	--

Spring Term

SPEAKING & LISTENING	READING	WRITING
I can identify and discuss favourite words and phrases from the text. I can identify and discuss words within the context of the text, linking new meanings to known vocabulary e.g. a toad is similar to a frog. I demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing: Who? What? Where? When? Why? How? questions. I am developing and can demonstrate my understanding of characters through role play and drama.	Word Reading I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately and automatically. I can re-read books to build up fluency and confidence in word reading. I can read frequently encountered words, including high frequency words linked to phonic phase, quickly and accurately without overt sounding and blending.	Spelling: I can accurately spell common phonically decodable two and three syllable words. I can split compound words into their component parts and use this knowledge to support spelling. I know about the /igh/ sound spelt y at the end of words e.g. cry, fly, fry, try. I can add suffixes to nouns (e.g. add –er, -est; plurals –es, - changing y to ies).

I can discuss my understanding of a text and give opinions e.g. I wouldn't want to be friends withbecause he is unkind. I can re-tell a wider range of stories, fairy stories and traditional tales. I can discuss and sequence the main events in stories and begin to understand how items of information are related. I can draw inferences about characters from the text based on what is said and done e.g. What it is the character thinking, saying and feeling? I think he is feeling... because I can make predictions based on what has been read so far and give reasons e.g. I think.... because...	I can read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. I can read accurately words of two or more syllables that contain alternative sounds for a grapheme e.g. ea in treated and heading; c in carrot and recently. I can read words containing common suffixes e.g. -ness, -ment, -ful, -ly. I can read a wider range of common exception words, noting tricky parts. I take note of punctuation when reading e.g. pausing at commas which separate items in a list. I check that texts make sense while reading and, with prompting, can correct reading. Reading Comprehension: I can identify and discuss favourite words and phrases from the text. I can identify and discuss words within the context of the text, linking new meanings to known vocabulary e.g. a toad is similar to a frog. I demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing: Who? What? Where? When? Why? How? questions. I am developing and can demonstrate my understanding of characters through role play and drama. I can discuss my understanding of a text and give opinions e.g. I wouldn't want to be friends withbecause he is unkind. I can suggest how titles relate to events in the whole story e.g. The Runaway train; Not Now Bernard! I can identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossaries and diagrams. I can locate information from a non-fiction text using the contents page, index, labelled diagrams and charts. I can re-tell a wider range of stories, fairy stories and traditional tales. I can discuss and sequence the main events in stories and begin to understand how items of information are related. I can draw inferences about characters from the text based on what is said and done e.g. What it is the	I can add -es to nouns and verbs ending in consonant -y e.g. cries, flies, replies, copies, babies, carries. I know about common homophones and can spell them accurately (e.g. here/hear; to/ too/ two; see/sea; bee/be) I can spell a range of common exception ("tricky") words accurately. I can spell the days of the week and months of the year (including use of capital letters) I can spell contractions correctly (didn't, isn't, it's etc.) I know how to add common inflections (suffixes) to words: adding -ed, -ing, -er and -est to root words ending in consonant-y; adding the endings -ing, -ed, -er, - est and -y to words ending in vowel consonant ee.g. hiking nicer, nicest; adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, humming, hummed Grammar: I can use the suffixes -er, -est in adjectives. I can use -ly in Standard English to turn adjectives into adverbs I use subordination (when, if, that, or because). I can use coordination (or, and, or but) I can use commas to separate items in a list. I can use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] I can correctly capital letters, full stops, question marks and exclamation marks to demarcate sentences, including the use of proper nouns. Writing: I can write character descriptions. I can write instructions using short, clear sentences. I can use time connectives. (chronological) I can use imperative verbs. I can use bullet points. I can use time adverbials. I can write an information text. I can write a postcard. I can use conjunctions. I can use precise adjectives.
--	--	--

	character thinking, saying and feeling? I think he is feeling... because I can make predictions based on what has been read so far and give reasons e.g. I think.... because... I show an understanding of new vocabulary in a text. I can use comprehension skills to develop retrieval and inference skills for poetry analysis.	I can write captions. I can sort information into subheadings and headings. I can retell an explanation text. I can use adverbs. I can use questions as sentence openers. I can use co-ordinating and subordinating conjunctions. I can plan, write and edit an explanation text. I can explore different types of poetry.
Summer Term		
SPEAKING & LISTENING	READING	WRITING
I can identify, discuss and collect favourite words and phrases from the text. I can identify and discuss words within the context of the text linking meaning using morphology to work out meaning e.g. fierce, ferocious, terror, terrorized. I demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing Who? What? Where? When? Why? How? questions. I am developing and can demonstrate my understanding of characters through role play and drama drawing on language from text. I can explain and discuss my understanding, giving opinions and begin to support with reasons e.g. Hansel was clever when he put stones in his pocket because... I can discuss the main events in stories and sequence using language such as First of all.. Moments later....After a while....Finally and understand how items of information are related. I can draw inferences about characters and events from the text beginning to refer to specific evidence e.g. Why do you think that happened? How do you think the problem will be resolved? I can make predictions based on what has been read so far and give reasons e.g. I think.... because...and change predictions in light of new information. I can orally rehearse a model text.	Word reading: I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I can re-read books to build up fluency and confidence in word reading. I can read frequently encountered words, including high frequency words linked to phonic phase, quickly and accurately without overt sounding and blending. I can read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme e.g. ou in shoulder, roundabout. I can read words containing common suffixes e.g.-ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y. I can read a wider range of common exception words, noting tricky parts. I can take note of punctuation by using tone and intonation (prosody) when reading aloud e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark. I can check that texts make sense while reading and self-correct. Comprehension: I can identify, discuss and collect favourite words and phrases from the text e.g. make a list of words according to word class e.g. nouns, verbs, adjectives or adverbs. I can identify and discuss words within the context of the text linking meaning using morphology to work out meaning e.g. fierce, ferocious, terror, terrorized.	Spelling: I know about the /aw/ sound spelt a before l and ll all, ball, call, walk. I know about the /u/ sound spelt o all, ball, call, walk, talk, always. I know about the /u/ sound spelt o other, mother, brother, nothing. I know about the /ee/ sound spelt ey key, donkey, monkey, chimney. I know about the /o/ sound spelt a after w and qu want, wash, wander, watch, quantity, squash. I know about the /ur/ sound spelt or after w word, work, worm. I know about the /aw/ sound spelt ar after w war, warm, towards. I know about the /zh/ sound spelt s television, treasure, usual. I know about and can identify homophones and near-homophones. I can correctly use and spell pronouns. I can spell a wider range of suffixes correctly -ly, -ful, -tion, -less, -ment, -ness. I can spell a range of prefixes correctly in words— un, dis. I can discriminate syllables in multisyllabic words as an aid to spelling. I can spell contractions, e.g. can't, didn't, hasn't, couldn't, it's, who's I know about the possessive apostrophe (singular nouns) Megan's, Ravi's, the girl's, the child's, the man's.

	I demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing Who? What? Where? When? Why? How? questions. I am developing and can demonstrate my understanding of characters through role play and drama drawing on language from text. I can explain and discuss my understanding, giving opinions and begin to support with reasons e.g. Hansel was clever when he put stones in his pocket because... I can locate specific information in order to answer questions from a selection of non-fiction texts e.g. Where do bumblebees live? I can discuss the main events in stories and sequence using language such as First of all.. Moments later....After a while....Finally and understand how items of information are related. I can draw inferences about characters and events from the text beginning to refer to specific evidence e.g. Why do you think that happened? How do you think the problem will be resolved? I can make predictions based on what has been read so far and give reasons e.g. I think.... because...and change predictions in light of new information.	I know about words ending in –tion station, fiction, motion, national, section. I can spell most common exception words. Grammar: I can use the progressive form of verbs in the present tense, e.g. she is drumming. I can use the progressive form of verbs in the past tense to mark actions in progress, e.g. he was shouting. I can use appropriate adjectives and adverbs to give essential information. I can correctly choose and consistently use the present tense and past tense throughout my writing. I can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. I can describe settings. I can describe characters. I can write a story. I can identify key vocabulary to use in my own writing. I can use a range of sentence openers for my stories. I can use adverbs. I can orally rehearse a model text. I can Identify and use key vocabulary from the model text. I can create a story structure, grammar and vocabulary toolkit. I can plan, write and edit a story. I can write a postcard. I can write a letter. I can write a set of instructions. I can write a (5 part) story. I can retell a story. I can use the correct verb tenses. I can use expanded noun phrases. I can use inverted commas for speech. I can use time connectives. I can use adverbs. I can use co-ordinating and sub-ordinating conjunctions. I can use commas in a list.
--	--	---

